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Extracurricular Activities in the Private Catholic Secondary Schools of New Mexico

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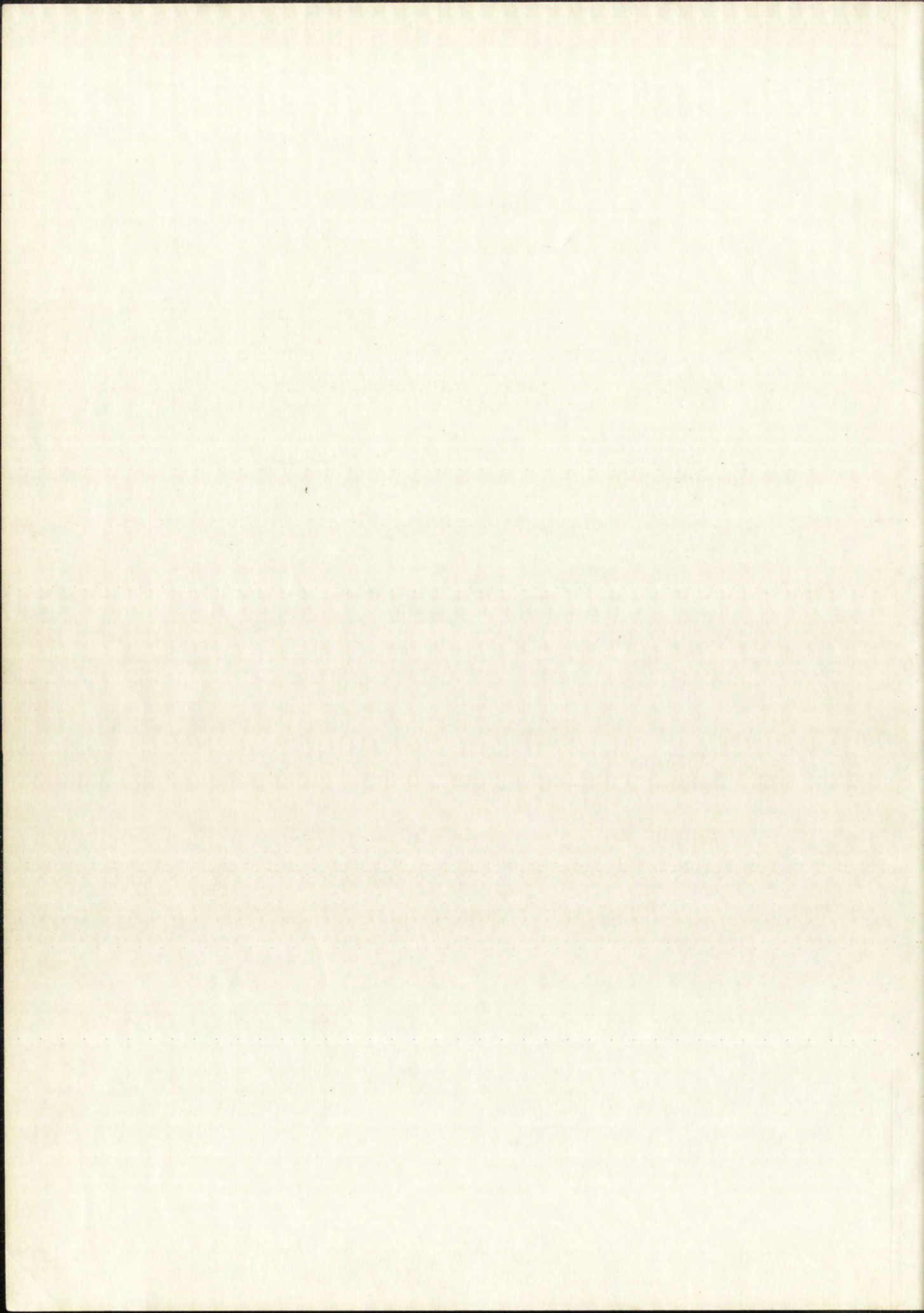
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EXTRACURRICULAR ACTIVITIES
IN THE PRIVATE CATHOLIC SECONDARY SCHOOLS
OF NEW MEXICO

By
Francisco Sotomayor

A Thesis
Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

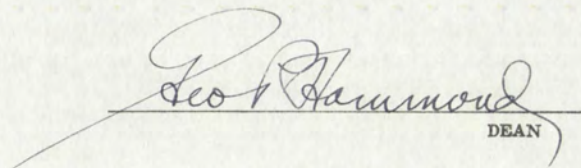
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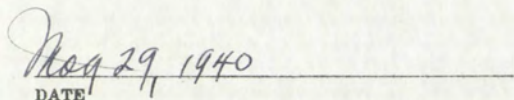
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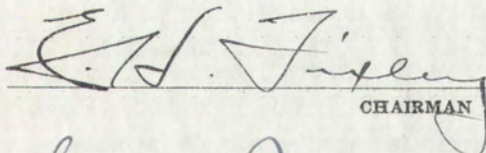
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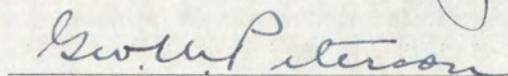
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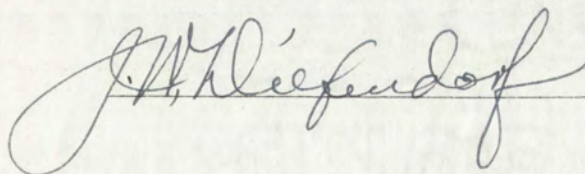

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CHAIRMAN





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71

THOMAS W. ARIST

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UNIVERSITY OF NEW JERSEY

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I. INTRODUCTION

The purpose of this study is to investigate the effects of the proposed system on the performance of the system.

II. THE PROPOSED SYSTEM

The proposed system is a new system that is designed to improve the performance of the system.

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III. EXPERIMENTAL RESULTS

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CHAPTER I

THE UNDERLYING PRINCIPLES OF EXTRACURRICULAR ACTIVITIES

"You young men may go out on the grounds and butt heads against one another's, if you wish--I shall not attempt to stop you; but it should be understood that no responsibility rests upon either the school or me." Thus the status of football was defined by the principal of a school in a Missouri town, some twenty-five years ago. It is very likely that there are today high-school principals who prefer to take a similar position, but the developments that have taken place within the past quarter of a century relative to athletic and other extracurricular activities in the high school make such a procedure highly impractical if not impossible.

Extracurricular activities are, in some form, as old as our educational system. The spelling-bee and the Friday afternoon exercises, together with athletics in various forms, have long held forth in the schools of America. Contemporaneous with the principal from Missouri, however, such activities were carried on in a haphazard manner, were not definitely organized, and consequently had not a regularly formulated plan.

The importance of extracurricular activities has steadily gained recognition in many of the progressive school

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systems of our nation. Nowadays one seldom reads a book in the field of education or a school journal of whatsoever kind but that in matter of fact one finds clearly enunciated the principle that training for citizenship is one of the main objectives of modern education. Justice John H. Clark of the United States Supreme Court, in an address before the alumni of the New York Law School, called attention to the fact that the 19th amendment to the Constitution of the United States granting equal suffrage had created an electorate larger than ever successfully governed itself under representative government. The educational implications of this startling fact bring a heavy responsibility to bear upon the administrators of our schools to see to it that our educational system is availing itself of every opportunity and device to realize its primary purpose of preparing young America for efficient citizenship.

Upon no other part of an educational system does this responsibility of preparing young America for efficient citizenship rest so heavily as upon the high schools. At no other age is the individual so sensitive or responsive to the urge of high ideals as at the age of adolescence. To attain this end trained educators have made use of certain instinctive characteristics of pupils and by guiding them into proper channels have gradually produced what today is designated as extracurricular activities. In stating the

underlying principles of the extracurricular activities, Briggs says that they are justifiable in two respects.

First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway viz., take their places as members of social units, and exercise, each according to his ability, those qualities of leadership, initiative, cooperation, and intelligent obedience, all fundamental in society.

Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desired and possible of attainment.¹

With this statement of the meaning of extracurricular activities and the underlying principles, it is timely to turn to a discussion of the philosophy and psychology which find expression in a properly conducted extracurricular activities program.

Long have educators contented themselves with talking about efficient citizenship, proper attitudes towards life, democracy in education, and the ability to share in the experiences of others. Attaining these ends is accepted as the ultimate goal in true and complete education. The question which confronts us is, HOW MAY THIS GOAL BE ATTAINED? Students do not learn CITIZENSHIP, to ADJUST themselves in relation to others by merely hearing such questions discussed.

¹Eugene S. Briggs, "Extra Class Activities," Education, 33:307-11, January, 1933.

University of California, Berkeley
Political Science Department

1950-1951
The following is a list of the
names of the students who
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There must be laboratory training and this training must be given in the plastic, adolescent age. Why are not applied to the class room activity the methods which all agree are so essential in athletics? What coach would think of training a football team aside from the gridiron? Yet most school men have been content to give their pupils only "skull practice," and consequently have seen them go down in defeat because they could not adjust themselves to their surroundings after leaving school. In other words, many educators have failed to recognize the well-known principle: WE LEARN TO DO BY DOING.

Dewey tells of a school where youths are taught to swim without going into the water, being repeatedly drilled in the various movements which are necessary for swimming. When one of the young men so trained was asked what he did when he got into the water, he laconically replied, "Sunk." This story typifies the relationship of school to society. Our future citizens cannot be prepared for life in society apart from the conditions which must be met in that society. The only way to prepare for the life out of school is to live as nearly as possible under such conditions of life in the school.

For years such terms as "character formation," "Mental discipline," "self-realization," "social efficiency," "intellectual power," "culture," "citizenship," "leadership," and

a dozen other general expressions have been used freely as the ultimate aims in education. And in these expressions are summed up most of the purposes that really count in life. The aim, then, has been lofty and true enough. But there have existed no specific methods by which these aims could be attained. The extracurricular activities program is a definite step in the direction of these aims. For along with textbooks and class instruction comes laboratory work through means of well organized activities necessary in a given school. Thus are furnished those very situations and problems which will arise in years after school days. This practical training equips the students for intelligent participation in life-like affairs. And this is done not merely through the teaching of facts, but by a more forceful method; namely, by placing some in positions of leadership and by teaching others the art of intelligent obedience, of self-direction and cooperation with leadership, two necessary characteristics of good citizenship in a democracy. In short, we learn to do by doing.

The extracurricular activities program offers no less striking opportunity for the development of ethical character. Through interest in some activity pupils are brought together and are taught the necessity of respecting the rights of others. Furthermore, through means of a club or activity occasions arise where it is natural and easy to teach ethical

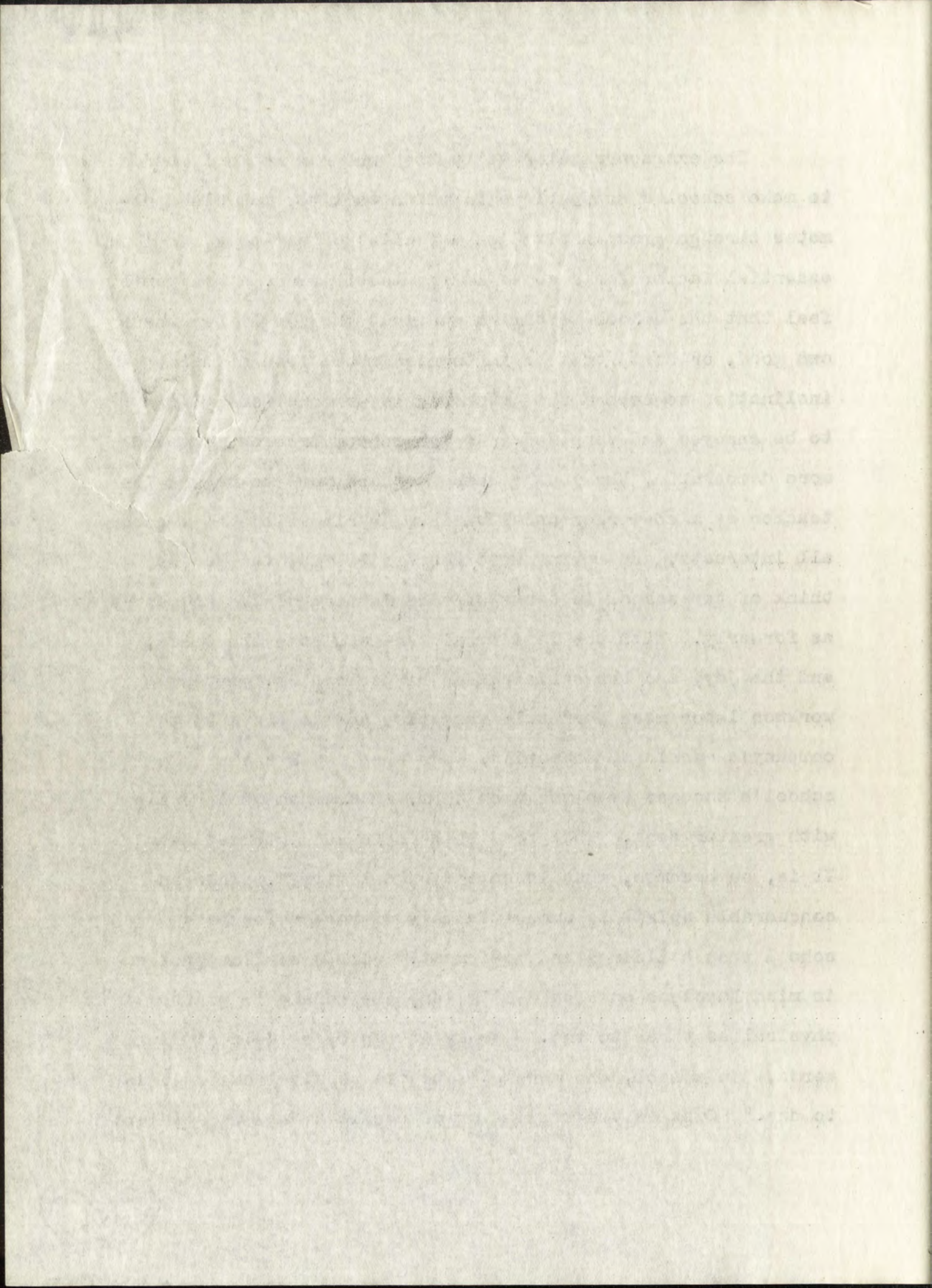
principles. The pupils do not realize that the lesson is being taught and yet it is being indelibly impressed upon them because they are practising, living in actuality, those same principles that make for ethical character.

Again there comes to the front the sound psychology of an extracurricular activities program. For there is no better method of instruction than that by which pupils are taught without realizing that they are being taught. Utilizing this principle skilled teachers impart many lessons through means of some activity or club where, however, some basal instinct is its excuse for being. With the pupils the activity is the thing, whereas with the training leader the club is but a means to an end, an activity leading to a higher type of activity.

This leads to a consideration of another advantage offered by an extracurricular activities program. So far the values discussed have been intrinsic. It is timely to turn to those which are termed extrinsic. By these are meant the values derived by a transfer of interest. It is the old problem of keeping boys and girls in school by enlisting their interest and enthusiasm in some appealing activity. Interest in this activity will cause the pupil to attend school and so the opportunity is given the teacher to reach him and perhaps to interest him in the regularly prescribed course of study.

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to teach him and the student's. The eighteenth is the
prescribed course of activity.

The extracurricular activities program not only tends to make school a happy place in which to live, but also promotes through group activities a feeling of our-ness, an essential factor for success in any institution. When pupils feel that the school is theirs and what they do is for their own good, or hurt, they begin to rise above that childish inclination to regard the teacher as a personal enemy, one to be annoyed and despised. As the school becomes more and more democratic, the pupils come more and more to regard the teacher as a co-worker and adviser. Sharing with the teacher all interests, and having more responsibility, the pupils think of the school in terms of ours instead of the teacher's as formerly. With the feeling of our-ness come the pride, and the joy, and the satisfaction of possession. And as workmen labor more earnestly when they are to share in the company's earnings, so pupils, when they realize that the school's success devolves upon them, enter upon their duties with greater zeal. What does this increased interest mean? It is, or becomes, what is called school spirit. This unconquerable spirit is unquestionably of more value to a school than buildings and equipment. With a similar problem in mind Napoleon once said, "In war, the morale is to the physical as three to one." Truly it may be said in similar words, "In school, the morale is to the physical as three is to one." Just as the keeping up of morale among our soldiers



of the World War was stressed, so every effort should be put forth to build up the morale of the adolescent boys and girls, our most powerful army. To accomplish this, one must make them happy and joyous, for a sullen or despondent person lacks morale. Again through an extracurricular activities program it is found the instinctive means of group activity so essential to the development of school spirit or morale.

By this consideration, extracurricular activities may drop to the plane of teaching devices whereby the teacher may arouse interest. Such a use is legitimate, but is a less important phase of the extracurricular activities program. As a matter of fact, an extracurricular activities program is not a manufactured device which grows up outside of the school and is then brought in as a secondary consideration, but, if worth having, is a spontaneous and natural growth out of curricular activities.

A word regarding the criticisms directed at extracurricular activities is fitting at this time. Such criticisms arise from a lack of understanding of the underlying principles of such a program and are not substantiated by the facts, or are in reality against extracurricular activities of former days wherein there was no organization, no definite program, no directing control. The valid criticism is that which may equally well be brought against any movement, namely, an extracurricular activities program may be carried

to excess. Regarding this it may be admitted that untrained and over-zealous teachers may "club" their pupils to death. There must be tempered action.

to excess. Regarding this it may be admitted that experience
and over-zealousness perhaps may "blind" their pupils to certain
things that are necessary.

CHAPTER II

THE PROBLEM AND METHOD OF INVESTIGATION

In a democracy, schools are maintained that succeeding generations may realize the ideals upon which a democratic state is founded. The children of America form a community of junior citizens who will be the determinants of the national future. Whether their citizenship shall be for better or for worse, will depend upon the wisdom and the foresight with which the principal and his staff organize the many interests and activities of this community of junior citizens for the training in citizenship. By using the situations and activities in which these young citizens naturally find themselves in the daily life of the school, many school principals have made their institutions laboratories for citizenship training, in which boys and girls through participation and administration of the extracurricular activities learn to be good citizens.

The Catholic Church has established private schools for this one purpose--to train youth to the highest standard of character, and will training. Character in its highest form exhibits itself in the individual will acting energetically under the influence of religion, morality, and reason. The Catholic school is established for this purpose. She chooses its way considerately; and pursues it steadfastly.

CHAPTER II

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The Catholic Church has established private schools for this one purpose--to train youth to the highest standards of character, and will training. Character in its highest form exhibits itself in the individual will acting unselfishly under the influence of religion, morality, and reason. The Catholic school is established for this purpose. She chooses the way deliberately and persists in steadfastly.

The curriculum of every Catholic school is arranged with a view to educating, that is, to drawing out the best that is in the student. All the branches in the above mentioned curriculum tend to give to the student a viewpoint which cannot be altered even though the influences of after years be diametrically opposed to this earlier teaching. Thus directly does the curriculum affect the student. Likewise indirectly may it be used to foster the growth of right principles in young minds. Among the objectives of secondary education are those of worthy citizenship. In the Catholic way of thinking, good civic attitudes and practices ought to be the result of religious training and guidance, supplemented by special tuition in citizenship, which lead to character development through the intelligent appreciation and the heartfelt practice of one's duties to God, self, and others. Every agency of a Christian school is expected to contribute adequately towards this end--namely, the formation of good citizens.

I. THE PROBLEM

Statement of the problem. The problem undertaken in this study deals with the present status of the extracurricular activities in the private Catholic secondary schools of the state of New Mexico. The specific phases investigated are: (A) the type of organization of the schools studied;

The committee of experts... with a view to... that is in the... tioned... which cannot be... years in... Thus directly... also in... particularly in... education... way of... be the result of... ed in... development... transfer... Every... especially... attention...

Statement of the... This... that... the... area (a) the type of...

(B) the training of teachers in these schools; (C) the students organizations-nature, enrollment, and frequency of meetings; (D) the administration of extracurricular activities; (E) the control of these activities; (F) the nature of the credit carried by the activities; (G) the basis for organization of extracurricular activities; and (H) the method of supervising these activities.

Delimitation of the problem. A first limitation of this investigation restricts the problem to those high schools of the State of New Mexico that do not receive any remuneration from the public funds. A second limitation restricts the study to those high schools that are under Catholic administration.

Importance of the study. It has been charged that the Catholic schools do not keep pace with modern trends in education,--that those schools are rather conservative in their die-hard methods of training boys and girls through the mastery of logically organized subject-matter as presented in standardized courses, textbooks, and lectures, rather than effecting the training by setting the boys and girls to the thoughtful performance of various activities. Are these charges justified, or are they unwarranted? It is the purpose of this investigation to find out to what extent these charges are true or false in regard to extracurricular

(12) The following information is being furnished to you:

1. Name of the person or persons who furnished the information:

2. Name of the person or persons who received the information:

(13) The following information is being furnished to you:

1. Name of the person or persons who furnished the information:

2. Name of the person or persons who received the information:

3. Name of the person or persons who furnished the information:

Information of the following nature:

1. Name of the person or persons who furnished the information:

2. Name of the person or persons who received the information:

3. Name of the person or persons who furnished the information:

4. Name of the person or persons who received the information:

5. Name of the person or persons who furnished the information:

Information of the following nature:

1. Name of the person or persons who furnished the information:

2. Name of the person or persons who received the information:

3. Name of the person or persons who furnished the information:

4. Name of the person or persons who received the information:

5. Name of the person or persons who furnished the information:

6. Name of the person or persons who received the information:

7. Name of the person or persons who furnished the information:

8. Name of the person or persons who received the information:

9. Name of the person or persons who furnished the information:

10. Name of the person or persons who received the information:

activities in the private Catholic secondary schools of New Mexico.

II. DEFINITION OF THE TERMS USED

Private school. A private school in this study means a school not under public administration and support.

Catholic school. By a Catholic school in this investigation is meant a school whose philosophy is permeated with the Catholic principles of faith.

Secondary school. Throughout this study, the term "secondary school" shall be interpreted as meaning the type of organization of a school that ordinarily consists of: three grades beginning with the seventh for the junior high school; four grades beginning with the ninth for the four-year high school; six grades beginning with the seventh for the junior-senior high school; or three grades beginning with the tenth for the senior high school.

Extracurricular activities. By the term "extracurricular activities" is meant those organizations of students whose aim is to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, so similar to life outside the classroom that a maximum carry-over may be expected. Under competent

London.

Private Affairs

Public Affairs

Political Affairs

Religious Affairs

Education

Science

Art

Literature

History

Geography

Mathematics

Physics

Chemistry

Astronomy

Medicine

Law

Business

Industry

Agriculture

Transportation

Communication

guidance pupils should share responsibility for the selection, organization, and evaluation of such activities and for their respective outcomes. This definition is taken from the Evaluative Criteria, section E.²

III. SOURCES OF THE DATA

The data for this study were secured from the high schools principals, a questionnaire having been mailed to the head of each one of the fifteen schools concerned. This was thought best in order that study and comparison of conditions might be made with a view to determining just what type of school is accomplishing the best in regard to upbuilding of citizenship through extracurricular activities.

The writer is aware of the objections brought against the questionnaire method of collecting data. In the main it is conceded that the objections are valid. But often such criticisms grow out of the fact that some questionnaires are questionnaires of opinion, not of fact. The questionnaire used in this study is, with the exception of two or three questions, one of fact, as shown by sample questions. "Do you have home rooms?" "Do you have student treasurers?" "Are all activities supervised?" "Do you give credit for

²Evaluative Criteria, (Cooperative study of Secondary School Standards, Pamphlet E: Washington, D. C., 1938), p. 23.

guidance pupils should have responsibility for the selection, organization, and evaluation of such activities and for their respective outcomes. This definition is taken from the Evaluative Criteria, section 2.3.

III. PURPOSES OF THE STUDY

The data for this study were secured from the high schools in Michigan, a questionnaire having been mailed to the head of each one of the fifteen schools concerned. This was thought best in order that study and comparison of conditions might be made with a view to determining just what type of school is accomplishing the best in regard to upholding of citizenship through extracurricular activities.

The writer is aware of the objections brought against the questionnaire method of collecting data. In the main it is objected that the objections are valid. But often such objections grow out of the fact that some questionnaires are questionnaires of opinion, not of fact. The questionnaires used in this study are, with the exception of two or three questions, not of fact, as shown by sample questions. "Do you have more rooms?" "Do you have student government?" "Do you give credit for

extracurricular activities?" are some of the questions selected at random from the questionnaire. It is at once obvious that each query may be and must be answered YES or NO; hence the questionnaire is one of fact and is as reliable as the individuals who fill it.

Besides, the questionnaire method is the only one way by which data could be collected over so large an area as the State of New Mexico. Personal visits to schools so widely scattered as are those of this commonwealth would entail a great deal of expense and extend over a longer period of school time than the writer could possibly take from his duties.

In consideration of the fact that no other method of collecting data desired was feasible, and in light of the fact that the questionnaire used was one of fact with little opportunity for expressing opinions, the writer feels justified in the method used and satisfied as to its correctness in indicating the truth in regard to existing conditions and present tendencies.

V. REVIEW OF RELATED STUDIES

Sister Mary Clarence Friesenhahn,³ in connection with

Sister Mary Clarence Friesenhahn, "Catholic Secondary Education in the Province of San Antonio, Texas," (a dissertation), Washington: The Catholic University of America, 1930), p. 79-91.

extraneous activities, the same of which are
located at various times and places.
objects that each group may be and should be
not make the questionnaire in one of them
the as the individuals who fill it.

Second, the questionnaire must be
by which data could be collected over
the State of New Mexico. Personal visits
which occurred at the time of this study
will a great deal of experience and extend
of school time than the other could
be.

In consideration of the fact that
collective data desired was feasible, and
that the questionnaire was not
opportunity for answering questions, the
first in the method used and satisfied
in collecting the data in regard to
and personal satisfaction.

VI. REVIEW BY KILPAT

After the questionnaire was reviewed

After the questionnaire was reviewed
in the review of the questionnaire
section, the following is the
1933, p. 10-11.

her study of the Catholic secondary education in the Province of San Antonio, Texas, has some data and conclusions in regard to extracurricular activities in the Catholic schools of that Province. In the conclusions of her dissertation, Sister Mary sums up the four tables which she devotes to the study of extracurricular activities thus:

The majority of schools reported either a literary or a dramatic club or both. Basketball, baseball, footfall and tennis lead in athletic activities. Twenty-eight schools make provisions for social activities for their students outside of class hours and in twenty-six instances these are directed by the school authorities.

Supervision in the Catholic secondary schools is performed by the community inspector, the diocesan supervisor, and the parish priest.⁴

Brother Francis de Sales, F. S. C., touches the subject of extracurricular activities in his study of The Catholic High School Curriculum.⁵ He mentions in his dissertation the names of the activities, the number of schools reporting those activities, the per cent of schools reporting, the number of pupils enrolled in each activity, and the per cent of pupils in each one of the activities.

Outside the above mentioned studies, the writer could not find any other similar investigation in regard to the

⁴ Friesenhahn, op. cit., pp. 79-91.

⁵ Brother Francis de Sales, F. S. C., "The Catholic High School Curriculum," (a dissertation, Washington: The Catholic University of America, 1930), pp. 51-52.

extracurricular activity program in Catholic schools.

VI. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter I of this study has presented the basic principles of an extracurricular activities program. Chapter II has stated the problem, its delimitation, and its importance. This chapter has also stated the meaning of some of the terms used, has mentioned two related studies, and has likewise stated the sources of data for this study. Chapter III contains the returns of the questionnaire in tabulated form and analyzes them. In the last division of this study, which is Chapter IV, the writer will sum up the findings in form of conclusions and will draw some recommendations.

CHAPTER III

EXTRACURRICULAR ACTIVITIES

IN THE PRIVATE CATHOLIC SECONDARY SCHOOLS OF NEW MEXICO

The problem set for this chapter is to determine the present activities in the private Catholic secondary schools of New Mexico as indicated by the information secured from the principals of the high schools that are included in this study.

Chapter III, being based upon the questionnaire which is reproduced in the appendix, logically resolves itself into two parts. First, Sections A and B of the questionnaire deal respectively with the type of organization and the training of teachers, and thus furnishes a basis or background for the study. These sections are set forth by Tables I-V. The second division of the chapter, dealing with Sections C-H of the questionnaire, is presented by means of Tables VI-XIX, which have to do with extracurricular activities as reported by the high school principals.

A. TYPE OF ORGANIZATION

Table I, which follows, is designed to show the number of schools included in this study, classified according to type and size. Two types of schools reported; namely, the junior high school and the four-year high school. The

2

IN THE MATTER OF THE ESTATE OF JAMES H. HARRIS, DECEASED

THE COURT OF PROBATE FOR THE COUNTY OF ALBANY, NEW YORK

Presented for the consideration of the Court the following

the original of the will of the deceased, to wit:

James H. Harris, deceased, of the County of Albany, New York

is requested to be admitted to probate, and the same

two parts, to wit: the original and a copy thereof

of the same, and the same be admitted to probate, and

study. These documents are submitted to the Court

and division of the same, and the same be admitted to

the Court of Probate, and the same be admitted to

which have to do with the same, and the same be

of the same, and the same be admitted to probate

part of the same, and the same be admitted to probate

to the same, and the same be admitted to probate

the same, and the same be admitted to probate

first one mentioned is that type of school whose organization embraces grades 7-8-9. The last type mentioned is that whose organization embraces grades 9-10-11-12.

The classification relative to size is arbitrary; it was chosen as fitting local conditions. These different classifications, small--under 60--and medium--60-200, are made that comparisons may be drawn, and that it may be determined what type and size of school is doing the most to promote an extracurricular activities program.

From Table I it is shown that one junior high school is small, having an enrollment under 60, and two are of medium size. Of the four-year high schools, two are small, ten have enrollments ranging from 60 to 200, while none reaches the two hundred enrollment.

TABLE I

NUMBER OF HIGH SCHOOLS INCLUDED IN THIS STUDY
CLASSIFIED ACCORDING TO SIZE AND TYPE

Type of school	Small under 60	Medium 60-200	TOTALS
4-Year	2	10	12
Junior	1	2	3
TOTALS	3	12	15

first one mentioned is that type of school whose organization embraces Grades 7-8-9. The last type mentioned is that whose organization embraces Grades 9-10-11-12.

The classification relative to size is arbitrary; it

was chosen as fitting local conditions. These different classifications, small--under 50--and medium--50-200, are made that comparisons may be drawn, and that it may be determined what type and size of school is doing the best to promote an extracurricular activities program.

From Table I it is shown that one Junior high school is small, having an enrollment under 50, and two are of medium size. Of the four-year high schools, two are small, one has an enrollment ranging from 50 to 200, while none reaches the two hundred enrollment.

TABLE I

NUMBER OF HIGH SCHOOLS INCLUDED IN THIS STUDY
CLASSIFIED ACCORDING TO SIZE AND TYPE

Type of school	Small under 50	Medium 50-200	TOTALS
4-Year	2	10	12
Junior	1	2	3
TOTALS	3	12	15

That the scope of this study may be realized in the light of the number of pupils included, Table II is submitted, showing by grade the total enrollment of all types of schools studied. Table II indicates that 1,434 pupils make up the total enrollment of the schools studied. Of this number 136 are enrolled in the seventh and eighth grades, leaving a total of 1,298 pupils in the ordinary high school grades.

TABLE II
ENROLLMENT BY GRADES
IN THE HIGH SCHOOLS INCLUDED IN THIS STUDY

Kind of school:	7th	8th	9th	10th	11th	12th	TOTALS
4-Year			385	239	261	256	1,191
Junior	65	71	54	53			243
TOTALS	65	71	439	342	261	256	1,434

B. TRAINING OF TEACHERS

To determine what, if any, influence the scholastic training of its teachers has upon the extracurricular activities program of the school, the writer in collecting data tabulated the number of teachers involved in the study and classified them according to the degree held. Table III,

which follows, shows in detail the number of each degree held in the schools studied, classified as to type. The table further shows by per cent the distribution of the teachers as to degree held.

From Tables IV and V, which follow, it is seen that in the case of the small-sized and the medium-sized high schools the training of teachers, as measured by the number of advanced degrees held, is in direct proportion to the size of the school. For example, in the small schools 45.6 per cent of the teachers hold a bachelor's degree, while in the medium-sized schools 77.8 per cent hold the same degree or better.

It is significant to notice here, as may be easily observed in Table III, that in the junior high schools 73.3 per cent of the teachers hold a bachelor's degree, while 26.7 per cent of the teachers in the same schools do not hold any degree. One single school is responsible for this last percentage.

In regard to the medium-sized schools, as shown in Table V, 95.2 per cent of the teachers hold the bachelor's degree or better, while 4.8 per cent of them do not hold any kind of degree.

If the junior high school teachers are excluded, it is found that 90.6 per cent hold the bachelor's degree or better. These facts and comparisons are given that the

which follows, shows in detail the number of schools
held in the schools studied, classified as to type.
Table further shows by per cent the distribution of the
teachers as to degree held.

From Tables IV and V, which follow, it is seen that
the case of the small-sized and the medium-sized schools
the training of teachers, as measured by the per cent of
various degrees held, is in direct proportion to the size of
the school. For example, in the small schools 48.5 per cent
of the teachers hold a bachelor's degree, while in the
large-sized schools 77.5 per cent hold the same degree or
better.

It is significant to notice here, as may be seen
observed in Table III, that in the Junior High schools 77.5
per cent of the teachers hold a bachelor's degree, while
86.7 per cent of the teachers in the same schools hold
hold any degree. One single school is reported to have
last percentage.

In regard to the medium-sized schools, it is seen that
Table V, 86.3 per cent of the teachers hold the same degree
degree or better, while 4.8 per cent of them hold a
kind of degree.

If the Junior High school teachers are taken into
is found that 80.4 per cent hold the bachelor's degree or
better. These facts and comparisons are given in the

possible influence of scholastic training of teachers upon the promotion, or lack of promotion, of an extracurricular activities program may be determined.

TABLE III
TRAINING OF THE TEACHERS
IN THE HIGH SCHOOLS INCLUDED IN THIS STUDY

Kind of school:	Degrees held			TOTALS
	None	Bachelor's	Master's	
4-Year	7	54	13	74
Junior	4	11		15
TOTALS	11	65	13	89
Per cent of total	12.4	73	14.6	100

TABLE IV
 TRAINING OF THE TEACHERS
 IN THE SMALL HIGH SCHOOLS INCLUDED IN THIS STUDY
 (3 SCHOOLS)

Kind of schools	Degrees held			TOTALS
	None	Bachelor's	Master's	
4-Year		5	2	7
Junior	4			4
TOTALS	4	5	2	11
Per cent of total	36.3	45.6	18.1	100

TABLE V
 TRAINING OF THE TEACHERS
 IN THE MEDIUM HIGH SCHOOLS INCLUDED IN THIS STUDY
 (12 SCHOOLS)

Kind of school:	Degrees held			TOTAL
	None	Bachelor's	Master's	
4-Year	3	38	11	52
Junior		11		11
TOTALS	3	49	11	63
Per cent of total	4.7	77.8	17.5	100

TABLE 10

REVENUE OF THE DISTRICT

IN THE FISCAL YEAR 1934-35 (1934-35)

Kind of Revenue	In 1934-35	
	Amount	Percentage of Total
General	100.00	100.00
Special	0.00	0.00
Other	0.00	0.00
Total	100.00	100.00
Per cent of total	100.00	100.00

TABLE 11

REVENUE OF THE DISTRICT

IN THE FISCAL YEAR 1934-35 (1934-35)

Kind of Revenue	In 1934-35	
	Amount	Percentage of Total
General	100.00	100.00
Special	0.00	0.00
Other	0.00	0.00
Total	100.00	100.00
Per cent of total	100.00	100.00

C. STUDENTS' ORGANIZATIONS

As stated in Chapter I, students' organizations, or extracurricular activities, have existed as long as our educational system. In the main, however, they have consisted of athletics and literary societies. But as our civilization has become more complex, as our industrial and business life has widened, countless lines of endeavor have come in upon us and brought an equal number of new interests. Among the school population this is manifested in an ever-widening club life.

The majority of pupils often consider the club as a means of having fun and more fun, of having more chances to play on athletic teams, more chances to appear in print in the school publication, more dances, more opportunities to do "a good turn" and possibly have public approval focused on themselves, more and better groups of congenial spirits getting together for common purposes in active clubs. Wise sponsors, teachers or pupils, on the other hand, see that such organizations are based on instinctive tendencies of gregariousness, of love of approval, of rivalry, of mastery, of adolescent, altruistic effort, and so afford an opportunity for activities that may be fundamentally educative. These sponsors know that outside of regular school classes pupils are going to have organizations of some kind and that these

organizations are going to exercise a tremendous influence on the life of the individual and on the life of the school. These leaders know, every parent and every one in a position of authority in or out of school must know, that this extracurricular phase of school life cannot be neglected. These sponsors know that it is the business of school authorities so to direct these extracurricular activities that boys and girls will want better clubs for a greater number of boys and girls, better student associations, better athletics for all rather than for a few highly specialized athletes, better school assemblies, better school publications, better class organizations for all classes, the lower grades as well as for the higher ones; and at the same time these sponsors know that it is the business of the school to help the boys and girls to satisfy these improved wants.

In Tables VI-IX the writer has listed every club reported by the schools included in this study. Table VI lists the activities reported by the junior high schools. Table VII includes the list of activities of the schools classified according to size. Table VIII gives the tabulation of the extracurricular activities as reported by the four-year high schools, while Table IX shows the activities of the medium sized schools.

A small school reports that there is an Orchestra Club in the school, with an enrollment of 15, and a monthly

organization are being to exercise a permanent influence
on the life of the individual and on the life of the school.
These leaders meet every month and every year in a session
of authority in an out of school hour, but this is not
curricular phase of school life cannot be neglected. It is
known that it is the nucleus of school activities
so to direct these extracurricular activities. This
will want better steps for a greater number of boys
and girls, better student associations, better student
all nations than the highly specialized students. For
the school exemplified, better school organization, better
class organization for all classes, the improvement of
will be for the other boys and at the same time
sponsors know that it is the nucleus of the school and
the boys and girls to actively take interest in
In Table VI-III the school has listed on its
board by the school included in this study. The
list of activities reported by the school is as follows:
Table VII includes the list of activities of the school
classified according to phase. Table VIII shows the
tion of the extracurricular activities as reported by the
100-year high schools, while Table IX shows the activities
of the school listed schools.
A small school reports that there is no
club in the school, with an enrollment of 100 and a small

meeting. Three medium-sized schools report also orchestra clubs, with an enrollment of between 18 as minimum number and 20 as a maximum membership, and the clubs meet from four to eight times per month. There is only one small school that reports a science club. It seems that some of the persons who answered the questionnaire were misled by the phrase "meetings per month." It may be that they understood, as in the case of football, that every time the members go to practice constitutes a meeting. The writer notices some discrepancies in the number of monthly meetings.

Only two clubs were reported in one of the three junior high schools. These probably take care of the club life needed. Athletics and religious societies predominate. These two activities are found most often in every type of school, with glee club, school paper, dramatics, orchestra, student council, debate, and choir ranking in the order named. Science, sewing, Junior Red Cross, band, study club, C. Y. O., economics, and Mission Crusaders figure once each in the returned questionnaires.

From the graphic summary of the four following tables some interesting conditions are observed. In the first place, it is shown that the small high schools have fewer activities than the four-year high schools. This may be accounted for by two reasons. First, a number of old four-year high schools, conscious of the changes in society, in

TABLE VI
EXTRACURRICULAR ACTIVITIES
IN THE JUNIOR HIGH SCHOOLS INCLUDED IN THIS STUDY
(3 SCHOOLS)

ACTIVITY	Number of clubs reported	Club enroll- ment	Number of meetings a month
Altar Boys	2	16-20	4-8
Boys' Athletics	2	45-80	4-8
Children of Mary	1	50	1
Choir	2	76-80	8-12
Dramatics	2	21-27	2-4
Glee Club	1	30	4
Girls' Athletics	1	36	4
Holy Name Society	1	40	1
Sodality of Mary	2	50-60	4
Nine different activities	1-2	16-80	1-12

IN THE UNITED STATES DISTRICT COURT
 (S. D. N. Y.)

STATE OF NEW YORK
 DEPARTMENT OF SOCIAL SERVICES
 DIVISION OF CHILDREN AND FAMILIES

1	10-1-54	Adoptive
2	10-1-54	Adoptive
3	10-1-54	Adoptive
4	10-1-54	Adoptive
5	10-1-54	Adoptive
6	10-1-54	Adoptive
7	10-1-54	Adoptive
8	10-1-54	Adoptive
9	10-1-54	Adoptive
10	10-1-54	Adoptive
11	10-1-54	Adoptive
12	10-1-54	Adoptive
13	10-1-54	Adoptive
14	10-1-54	Adoptive
15	10-1-54	Adoptive
16	10-1-54	Adoptive
17	10-1-54	Adoptive
18	10-1-54	Adoptive
19	10-1-54	Adoptive
20	10-1-54	Adoptive
21	10-1-54	Adoptive
22	10-1-54	Adoptive
23	10-1-54	Adoptive
24	10-1-54	Adoptive
25	10-1-54	Adoptive
26	10-1-54	Adoptive
27	10-1-54	Adoptive
28	10-1-54	Adoptive
29	10-1-54	Adoptive
30	10-1-54	Adoptive
31	10-1-54	Adoptive
32	10-1-54	Adoptive
33	10-1-54	Adoptive
34	10-1-54	Adoptive
35	10-1-54	Adoptive
36	10-1-54	Adoptive
37	10-1-54	Adoptive
38	10-1-54	Adoptive
39	10-1-54	Adoptive
40	10-1-54	Adoptive
41	10-1-54	Adoptive
42	10-1-54	Adoptive
43	10-1-54	Adoptive
44	10-1-54	Adoptive
45	10-1-54	Adoptive
46	10-1-54	Adoptive
47	10-1-54	Adoptive
48	10-1-54	Adoptive
49	10-1-54	Adoptive
50	10-1-54	Adoptive
51	10-1-54	Adoptive
52	10-1-54	Adoptive
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59	10-1-54	Adoptive
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61	10-1-54	Adoptive
62	10-1-54	Adoptive
63	10-1-54	Adoptive
64	10-1-54	Adoptive
65	10-1-54	Adoptive
66	10-1-54	Adoptive
67	10-1-54	Adoptive
68	10-1-54	Adoptive
69	10-1-54	Adoptive
70	10-1-54	Adoptive
71	10-1-54	Adoptive
72	10-1-54	Adoptive
73	10-1-54	Adoptive
74	10-1-54	Adoptive
75	10-1-54	Adoptive
76	10-1-54	Adoptive
77	10-1-54	Adoptive
78	10-1-54	Adoptive
79	10-1-54	Adoptive
80	10-1-54	Adoptive
81	10-1-54	Adoptive
82	10-1-54	Adoptive
83	10-1-54	Adoptive
84	10-1-54	Adoptive
85	10-1-54	Adoptive
86	10-1-54	Adoptive
87	10-1-54	Adoptive
88	10-1-54	Adoptive
89	10-1-54	Adoptive
90	10-1-54	Adoptive
91	10-1-54	Adoptive
92	10-1-54	Adoptive
93	10-1-54	Adoptive
94	10-1-54	Adoptive
95	10-1-54	Adoptive
96	10-1-54	Adoptive
97	10-1-54	Adoptive
98	10-1-54	Adoptive
99	10-1-54	Adoptive
100	10-1-54	Adoptive

THE DIRECTOR
 DIVISION OF CHILDREN AND FAMILIES
 STATE OF NEW YORK

TABLE VII

EXTRACURRICULAR ACTIVITIES
IN ALL THE SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED AS TO SIZE

ACTIVITY	SMALL-Under 60: 3 schools			MEDIUM-60-200: 12 schools		
	Number of clubs reported	Club enrollment	Number of meetings a month	Number of clubs reported	Club enrollment	Number of meetings a month
Altar Boys' C				3	16-20	4-8
Athletic Club	2	32-40	8	6	15-80	4-16
Band				1	24	20
Basketball				6	15-30	4-20
Baseball				3	20-30	3-20
Boxing "M" Club				2	20-60	4
Block "M" Club				1	24	2
Boys Glee Club				1	40	4
Children of Mary	1	50	1			
Choir				4	20-80	3-12
Carperter's Union				1	15	2
C. Y. O.				1	60	4
Dramatics	1	35	12	6	15-50	2-12
Economics				1	44	4
Football				4	23-45	4-20
4-H Club				1	156	4
Glee Club	2	22-40	1-4	7	20-50	4-20
Girls' Glee C.				1	40	4

ITV KIRAT

RECEIVED KIRAT

RECEIVED KIRAT

DATE	DESCRIPTION	AMOUNT	CHECK NO.	REMARKS
1970-01-01
1970-01-02
1970-01-03
1970-01-04
1970-01-05
1970-01-06
1970-01-07
1970-01-08
1970-01-09
1970-01-10
1970-01-11
1970-01-12
1970-01-13
1970-01-14
1970-01-15
1970-01-16
1970-01-17
1970-01-18
1970-01-19
1970-01-20
1970-01-21
1970-01-22
1970-01-23
1970-01-24
1970-01-25
1970-01-26
1970-01-27
1970-01-28
1970-01-29
1970-01-30
1970-01-31

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RECEIVED KIRAT

TABLE VII (continued)
EXTRACURRICULAR ACTIVITIES
IN ALL THE SCHOOLS INCLUDED IN THIS STUDY CLASSIFIED AS TO SIZE

ACTIVITY	SMALL-Under 60: 3 schools			MEDIUM-60-200: 12 schools		
	Number of clubs reported	Club enrollment	Number of meetings a month	Number of clubs reported	Club enrollment	Number of meetings a month
Holy Name Society	1	40	1			
Junior Red Cross				1	all	Irregular
Legion of Mary				2	20-45	4-4
Girls' Athletics				1	36	4
Mission Crusaders				1	35	1
Orchestra	1	15	1	3	18-20	4-8
Press Club				8	15-45	1-10
Paladin Study C.				1	10	4
Student Council				3	9-12	2-4
Student Gov. Body	1	17	1	1	137	1
Science Club						
Sewing Club	1	32	2	1	40	4
Sodality				11	31-200	1-4
Thirty-three activities	10	15-50	1-12	87	9-200	1-20

(Enclosed) 114 9444

STANDARD INFORMATION

THIS IS A SUMMARY OF THE DATA IN THE ATTACHED REPORTS AND IS NOT A

REPORT OF THE BUREAU OF THE ARMY

TABLE

REPORT	DATE	TO	FROM	REMARKS
1	10-1-44	10-1-44	10-1-44	10-1-44
2	10-1-44	10-1-44	10-1-44	10-1-44
3	10-1-44	10-1-44	10-1-44	10-1-44
4	10-1-44	10-1-44	10-1-44	10-1-44
5	10-1-44	10-1-44	10-1-44	10-1-44
6	10-1-44	10-1-44	10-1-44	10-1-44
7	10-1-44	10-1-44	10-1-44	10-1-44
8	10-1-44	10-1-44	10-1-44	10-1-44
9	10-1-44	10-1-44	10-1-44	10-1-44
10	10-1-44	10-1-44	10-1-44	10-1-44

REPORT OF THE BUREAU OF THE ARMY

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REPORT OF THE BUREAU OF THE ARMY

TABLE VIII

EXTRACURRICULAR ACTIVITIES
AS REPORTED BY THE FOUR-YEAR HIGH SCHOOLS
(12 SCHOOLS)

ACTIVITY	Number of clubs reported	Club enroll- ment	Number of meetings a month
Altar Boys	1	17	5
Athletics Club	6	15-60	4-16
Band	1	24	20
Basketball	6	15-30	4-20
Baseball	3	20-30	3-20
Boxing	2	20-60	4
Block "M" Club	1	24	2
Boys Glee Club	1	40	4
Choir	2	20-28	3-4
Carpenter's Union	1	15	2
C. Y. O.	1	60	4
Dramatics	5	15-50	4-12
Debating	2	12-25	4-8
Economics	1	44	4
Football	4	23-45	4-20
4-H Club	1	156	4
Glee Club	8	18-50	1-20
Girls Glee Club	1	40	4
Junior Red Cross	1	all	irregular
Legion of Mary	2	20-45	4
Mission Crusaders	1	35	1
Orchestra	4	15-20	1-8
Press Club	8	15-45	1-10
Pep Squad	3	20-40	2-5
Paladin Study C.	1	10	4
Student Council	3	9-12	2-4
Student Gov. Body	1	137	1
Science Club	1	17	1
Sewing Club	1	40	4
Sodality	10	31-200	1-4
Thirty activities	1-10	12-200	1-20

TABLE IX

EXTRACURRICULAR ACTIVITIES
AS REPORTED BY THE MEDIUM-SIZED HIGH SCHOOLS
(12 SCHOOLS)

ACTIVITY	Number of clubs reported	Club enroll- ment	Number of meetings a month
Altar Boys	3	16-20	4-8
Athletic Club	6	15-80	4-16
Band	1	24	20
Basketball	6	15-30	4-20
Baseball	3	20-30	3-20
Boxing	2	20-60	4-4
Elck "M" Club	1	24	2
Boys Glee Club	1	40	4
Choir	4	20-80	3-12
Carpenter's Union	1	15	2
C. Y. O.	1	60	4
Dramatics	6	15-50	2-12
Debating	2	12-25	4-8
Economics	1	44	4
Football	4	23-45	4-20
4-H Club	1	156	4
Glee Club	7	20-50	4-20
Girls Glee Club	1	40	4
Junior Red Cross	1	all	irregular
Legion of Mary	2	20-45	4-4
Girls' Athletics	1	36	4
Mission Crusaders	1	35	1
Orchestra	3	13-20	4-8
Press Club	8	15-45	1-10
Pep Squad	3	20-40	2-5
Paladin Study C.	1	10	4
Student Council	3	9-12	2-4
Student Gov. Body	1	137	1
Sewing Club	1	40	4
Sodality	11	31-200	1-4
Thirty activities	1-11	12-200	1-20

TABLE IX

MINIMUM ISLAND AIRPORTS
AS REPORTED BY THE
CITIZENS

Island	Number of airports reported	Island	Number of airports reported
Admiralty	1	Palmyra	1
Alaska	1	Panama	1
Albania	1	Papua New Guinea	1
Algeria	1	Paraguay	1
Andorra	1	Peru	1
Angola	1	Philippines	1
Antigua	1	Pitcairn	1
Argentina	1	Poland	1
Armenia	1	Portugal	1
Australia	1	Romania	1
Austria	1	Russia	1
Azerbaijan	1	Saint Helena	1
Bahamas	1	Saint Kitts	1
Bahrain	1	Saint Lucia	1
Bangladesh	1	Saint Vincent	1
Barbados	1	Samoa	1
Belarus	1	San Marino	1
Belgium	1	Seychelles	1
Belize	1	Sierra Leone	1
Benin	1	Singapore	1
Bhutan	1	Slovakia	1
Bolivia	1	Slovenia	1
Bosnia and Herzegovina	1	South Africa	1
Brazil	1	South Korea	1
Bulgaria	1	Spain	1
Burkina Faso	1	Sweden	1
Burundi	1	Switzerland	1
Cambodia	1	Taiwan	1
Cameroon	1	Tanzania	1
Canada	1	Togo	1
Cape Verde	1	Tonga	1
Casablanca	1	Turkey	1
Cayman Islands	1	Ukraine	1
Czech Republic	1	United Kingdom	1
Dominican Republic	1	United States	1
Dominica	1	Uruguay	1
DRC	1	Uzbekistan	1
Ecuador	1	Venezuela	1
Egypt	1	Yemen	1
El Salvador	1	Zambia	1
Equatorial Guinea	1	Zimbabwe	1
Eritrea	1		
Estonia	1		
Ethiopia	1		
Fiji	1		
Finland	1		
France	1		
Gabon	1		
Gambia	1		
Germany	1		
Ghana	1		
Greece	1		
Guatemala	1		
Guinea	1		
Guinea-Bissau	1		
Haiti	1		
Honduras	1		
Hungary	1		
Iceland	1		
India	1		
Indonesia	1		
Iran	1		
Ireland	1		
Israel	1		
Italy	1		
Jamaica	1		
Japan	1		
Jordan	1		
Kazakhstan	1		
Kenya	1		
Kiribati	1		
Korea	1		
Kuwait	1		
Kyrgyzstan	1		
Laos	1		
Latvia	1		
Lebanon	1		
Lesotho	1		
Liberia	1		
Lithuania	1		
Luxembourg	1		
Macao	1		
Macedonia	1		
Madagascar	1		
Malawi	1		
Malaysia	1		
Maldives	1		
Mali	1		
Malta	1		
Mauritania	1		
Mauritius	1		
Mexico	1		
Moldova	1		
Mongolia	1		
Montenegro	1		
Morocco	1		
Mozambique	1		
Myanmar	1		
Nicaragua	1		
Niger	1		
Nigeria	1		
North Macedonia	1		
North Korea	1		
Oman	1		
Pakistan	1		
Palestine	1		
Panama	1		
Papua New Guinea	1		
Paraguay	1		
Peru	1		
Philippines	1		
Pitcairn	1		
Poland	1		
Portugal	1		
Romania	1		
Russia	1		
Saint Helena	1		
Saint Kitts	1		
Saint Lucia	1		
Saint Vincent	1		
Samoa	1		
San Marino	1		
Seychelles	1		
Sierra Leone	1		
Singapore	1		
Slovakia	1		
Slovenia	1		
South Africa	1		
South Korea	1		
Spain	1		
Sweden	1		
Switzerland	1		
Taiwan	1		
Tanzania	1		
Togo	1		
Tonga	1		
Turkey	1		
Ukraine	1		
United Kingdom	1		
United States	1		
Uruguay	1		
Uzbekistan	1		
Venezuela	1		
Yemen	1		
Zambia	1		
Zimbabwe	1		

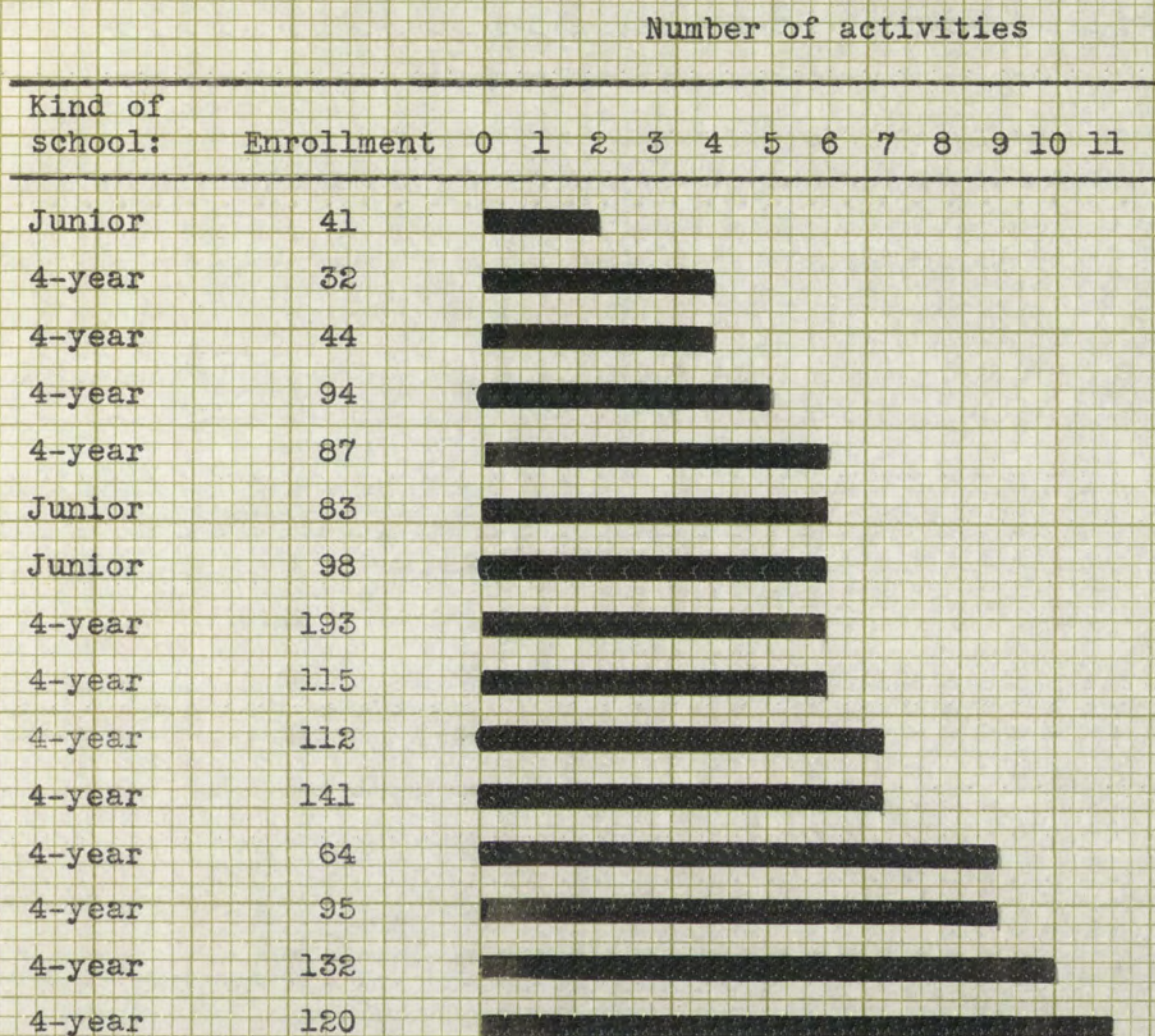
Island Name
Number of airports reported

school methods, and in life at large, have organized their student life in a more adequate manner. Second, other four-year high schools are rather recent, and, therefore, have since their beginning fallen line, more or less, with the modern educational ideas.

If the size of the schools is taken into consideration, the graph shows a rather even distribution of the student activities, the median being 6.5. It will be observed that two schools with an enrollment below 100 have a large number of activities. Only two other schools with twice as large enrollments have one or two more activities. If full development of a students' activity program is an index to a school's social efficiency, the graph, which follows, shows and demonstrates the fact that the medium-sized high school is more efficient than the small high school.

In the schools located in the larger cities of the state, a greater wealth of activities is found. This it is evident that the large city schools--junior high schools as well as four-year high schools--through their extracurricular activities program are attempting by the laboratory method to train their pupils to be citizens in a democracy. Not all the schools, however, are developing an extracurricular activities program so well as the aforementioned schools. Of the three junior high schools, one has only two clubs. This school is located in a remote part of the state. The other

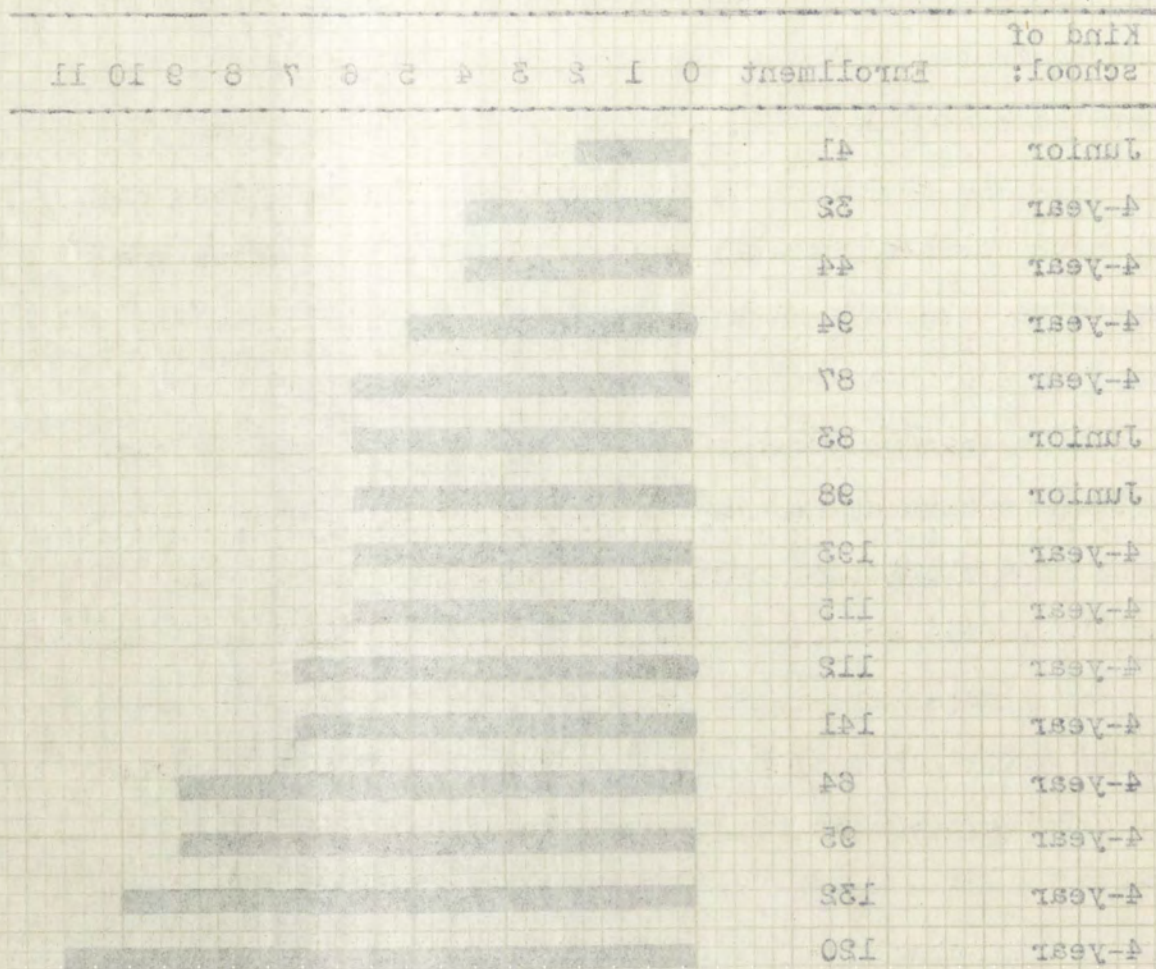
FIGURE I



NUMBER OF EXTRACURRICULAR ACTIVITIES
IN EACH OF THE SCHOOLS INCLUDED IN THIS STUDY

FIGURE 1

Number of activities



NUMBER OF EXTRACURRICULAR ACTIVITIES
IN EACH OF THE SCHOOLS INCLUDED IN THIS STUDY

two junior high schools have six clubs each, and are located in a large center.

In the writer's estimation, the choice of clubs in the different schools is not ideal in so far as variety of nature is concerned. The old type club--literary and athletic--is invariably present together with the religious one. Of the more recent and attractive types but few cases are found. A reason for this situation may be traced to the fact that in order to introduce the newer type of clubs it might be necessary to eliminate some of the customary ones, and that the school authorities are somewhat prejudiced against the elimination and the introduction involved. Perhaps, too, the number of students does not permit the organization of more clubs than the ones already found in the institution. With enrollments as low as the ones of these schools, the possibility of club formation is not very practical. To support this last statement, a correlation between the schools enrollments and the number of clubs per school was worked. The correlation was ascertained by means of Spearman's rank-difference formula, which gave $+0.63$ as a result. For the calculation of this index see Table XX in the appendix. According to Rugg, r is high above $.60$ or $.70$. In this case, r is good index of the close relation between the respective enrollments of the schools and the number of clubs in their extracurricular organizations.

It is not to be understood, however, that the
of these little things is to be taken as a
proof of the truth of the statement.

It is not to be understood, however, that the
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of these little things is to be taken as a

proof of the truth of the statement.

For the student this is first in the home room and finally in the organization of the whole school.

The home room furnishes the opportunity for small beginnings with some of the results immediately apparent. If the teacher reveals to the pupils just how well they can run their home room affairs, even some of the worst offenders often develop a real kind of enjoyment and pride in showing how well they can handle such problems as regular attendance, tardiness, reports, memberships in school organizations, library books, passing in the halls, contributions to school publications, membership on school teams, or inter-home-room contests. Many home rooms pride themselves on their ability to greet a visitor courteously, to manage themselves on an enforced absence of the teacher, to get every pupil in the home room to do his work just as well as he can. In such rooms pupils, on the basis not only of personal liking but also of the good of the home room, help each other over difficulties and, especially in times of individual misfortune, share in the sympathetic effort of the home room family to help each individual to live up to his or her best self.

To Question 5, Table X, "Do you have home rooms?" two junior high schools answered yes, one junior high school answered no, and twelve four-year high schools answered yes. In all, fourteen answered yes, and one answered no. Then,

For the student this is the first time that he is
in the position of the student.
The home-work is given to the student
beginning with some of the most important
If the teacher gives to the student
and their home-work is given to the student
after having a good idea of the student's
how well they can handle the work
hardness, patience, and
library books, reading in the library
qualifications, especially in the
contents. They have to read the
to read a whole book, and to read
enforced absence of the student
home room to do his work
rooms, on the basis of the student's
also of the good of the student
difficulties and, especially
there, and in the student's
is to help each individual
cell.

To Question 2, Table 1, the student
two further high schools
answered by and twelve
In all, the student answered

the majority of the schools studied have home rooms.

Of those schools having home rooms 100 per cent report that the basis of organization is the grade or class to which pupils belong, thus overlooking the principle of common interests. From this it may be concluded that class lines are first considered, and then the methods of common interest, sex, and mental rating are applied within the grades.

By comparing Tables X and XI it is found that the conditions in reference to Question 5 are better in the four-year high schools than in the junior high schools, with perhaps one exception. Again, as was shown previously, the schools in the larger centers are making the most progress in developing an extracurricular activities program.

The assembly periods, which vary in length from twenty minutes to an hour, and which are scheduled, in a few schools, for twice a month and in the majority of cases for once a week, are, for the most part, of the old type wherein the principal of the school serves as a human bulletin board and guard over the sacred lockstep. It is hopeful, however, to notice that 66.7 per cent of the assemblies of the four-year high schools and from 75 to 100 of the assemblies in the junior high schools are conducted by the students. Reports from three schools state that all the assemblies are in complete charge of the students.

Assembly

the majority of the schools studied have home rooms.

Of those schools having home rooms 100 per cent report that the basis of organization is the grade or class to which pupils belong, thus overlooking the principle of common interest. From this it may be concluded that class lines are first considered, and then the method of common interest, sex, and mental rating are applied within the grades.

By comparing Tables X and XI it is learned that the conditions in reference to question 3 are better in the four-year high schools than in the junior high schools, with perhaps one exception. Again, as was shown previously, the schools in the larger centers are making the most progress in developing an extracurricular activities program.

The assembly periods, which vary in length from twenty minutes to an hour, and which are scheduled, in a few schools, for twice a month and in the majority of cases for once a week, are, for the most part, of the old type wherein the principal of the school serves as a formal bulletin board and reads over the news and interest. It is hoped, however, to notice that 66.7 per cent of the assemblies of the four-year high schools and from 75 to 100 of the assemblies in the junior high schools are conducted by the students. Reports from these schools state that all the assemblies are in complete charge of the students.

An activity for every pupil, every pupil in an activity, is the slogan of the best authorities in the field of extracurricular activities. Applying this slogan to conditions as represented by replies to Questions 10 and 11, it is concluded that the principals of the high schools have not caught the spirit of an extracurricular activities program. This is shown by the fact that the majority of the schools do not provide an activity for each child and have each child in an activity. On the other hand, only three four-year high schools limit the pupils as to the number of activities in which they may engage. In the main, then, the private Catholic secondary schools of New Mexico are proceeding along the paths of schools of a hundred years ago in allowing a few pupils, the leaders, to have extracurricular activities if they wish, and as many as they wish.

activity
analysis
summary

It appears that the ability to supervise one or more extracurricular activities is considered in employing or in appointing sponsors. Furthermore the extracurricular activities are supervised. But, contrary to the best practices, the vast majority of extracurricular activities sponsors are chosen by the principal, though many schools report a combination of methods used in selecting teacher-supervisors. These teachers who serve as advisors, or as leaders, are limited to two activities but are given no exemption from other duties, except in the case of two junior high schools

summary

is active for every day, and is in fact
very, is the object of the day, and is
extraordinary evidence. The object of the day
is represented by various means, and is
is considered that the object of the day
not only the object, but also the object
that is shown by the object, and is
object is not shown by the object, and is
and is in fact, and is in fact, and is
four-year high school, and is in fact, and is
activities in which they are, and is in fact, and is
the physical activities, and is in fact, and is
proceeding along the path of the object, and is in fact, and is
is shown, and is in fact, and is in fact, and is
for activities in which they are, and is in fact, and is
is shown, and is in fact, and is in fact, and is
extraordinary evidence, and is in fact, and is in fact, and is
extraordinary evidence, and is in fact, and is in fact, and is
the object of the day, and is in fact, and is in fact, and is
chosen by the object, and is in fact, and is in fact, and is
direction of the object, and is in fact, and is in fact, and is
These teachers also serve as objects, and is in fact, and is in fact, and is
limited to two activities, and is in fact, and is in fact, and is
other children, and is in fact, and is in fact, and is

in which exemption from study hall duties is allowed club sponsors. Extra pay is granted for sponsoring activities in the case of one small four-year high school.

To be in keeping with the true spirit of an extracurricular activities program most of the meetings should be held during school hours at a period provided for such. In the case of both the junior and the four-year high schools of this study, an equal division is found between the replies to Questions 26 and 27. Thus the meetings are, for the greatest part, held during school hours or immediately after school adjourns. In a few cases these meetings are held at night. Two small schools report a regular school hour for their extracurricular activities.

In answer to Question to Question 33 in regard to student participation in government the replies are overwhelmingly negative, 50 per cent in the case of four-year high schools. With the three junior high schools an almost complete reversal is found, 66.7 per cent reporting students participation. Not one school answered the request following Question 33 in regard to forwarding copies of student government constitutions. It is assumed that at least in many cases no constitution existed.

E. CONTROL OF EXTRACURRICULAR ACTIVITIES FUNDS

Tables XII and XIII set forth the conditions with

TABLE X

REPLIES TO QUESTIONS 5 TO 33
DEALING WITH ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES
IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE

Question number	Junior high school		4-year high school		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
5	2	1	12	0	14	0	yes
6							
a	2	0	12	0	14	0	by grade
b							
7							
1	1	0	7	0	8	0	once
2			1	0	1	0	
8							
50-74			4	0	4	0	
75-100	2	0	7	0	9	0	75-100
9							
10-19							
20-29			2	0	2	0	
30-45			5	0	5	0	yes
46-60	2	0	3	0	5	0	yes
10	2	1	6	6	8	7	yes
11	0	2	4	7	4	9	no
12			4	1	4	1	yes
14	2	0	6	2	8	2	yes
15	1	0	5	3	6	3	yes
16	3	0	11	1	14	1	yes
17			5	0	5	0	yes
19							
a	1	0	8	0	9	0	yes
b			3	0	3	0	yes
c			1	0	1	0	yes
d	2	0	4	0	6	0	yes
20	0	1	7	3	7	4	yes
21	1	1	6	3	7	4	yes
22							
a	2	0	5	0	7	0	yes
c	1	0	7	0	8	0	yes
23	0	2	0	9	0	11	no
24			2	2	2	2	even
25			1	4	1	4	no
26	1	1	9	0	10	1	yes
27	1	1	3	2	4	3	yes
28			1	3	1	3	no
29	2	0	10	1	12	1	yes
30	1	0	3	1	4	1	yes
32	1	0	6	1	7	1	yes
33	2	0	6	3	8	3	yes

TABLE XI

REPLIES TO QUESTIONS 5 TO 33
DEALING WITH ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES
IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE

Question number	Small under 60		Medium 60-200		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
5	2	1	12	0	14	1	yes
6							
a	2	0	12	0	14	0	by grade
7							
1	2	0	5	0	7	0	once
8							
60-74	2	0	2	0	4	0	
75-100			8	0	8	0	majority
9							
20-29	1	0	1	0	2	0	
30-48	1	0	4	0	5	0	
49-60			4	0	4	0	
10	3	0	6	6	9	6	yes
11	1	2	3	8	4	10	no
12	1	0	2	2	3	2	yes
14	2	0	5	3	7	3	yes
15	2	0	4	4	6	4	yes
16	3	0	10	1	13	1	yes
17			6	0	6	0	yes
18							
a	2	0	8	0	10	0	yes
b	1	0	2	0	3	0	yes
c			1	0	1	0	yes
d			4	0	4	0	yes
20	2	0	6	3	8	3	yes
21	2	0	6	3	8	3	yes
22							
a	1	0	6	0	7	0	yes
c	1	0	8	0	9	0	yes
23	0	2	2	6	2	8	no
24			2	2	2	2	even
25	1	0	0	3	1	3	no
26	3	0	0	1	11	1	yes
27	1	0	2	4	3	4	no
28			2	4	2	4	no
29	2	0	9	0	11	0	yes
30			3	3	3	3	even
32	1	0	8	0	9	0	yes
33	1	1	6	3	7	4	yes

regard to control of the extracurricular activities funds in the private Catholic secondary schools of New Mexico. According to Table XII, all of the three junior high schools have pupil treasurers, ten of the four-year high schools do have pupil treasurers, while one such school does not. One of the junior high schools has a school treasurer, two of them do not. Seven four-year high schools have a school treasurer while three of such schools do not.

By comparison, all schools, regardless of size or type of organization, use the same general practices in the controlling of extracurricular activities funds. In general, there are pupil treasurers who make regular reports to the principal or to the respective sponsor. Pupil treasurers do not make purchases from merchants without an order from the principal. Pupil activities funds are not controlled by any group such as a student-faculty board or board of directors, but by some one member of the faculty or by the principal. In the main, there seems to have been no material difference in the schools included in this study with reference to the control of extracurricular activities funds.

Summary

F. CREDIT FOR EXTRACURRICULAR ACTIVITIES

The following two tables present the tendencies toward granting credit for extracurricular activities.

Summary

TABLE XII

REPLIES TO QUESTIONS 34 TO 40
 DEALING WITH CONTROL OF EXTRACURRICULAR ACTIVITIES
 FUNDS IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO THEIR TYPE

Question number	Junior high school		4-year high school		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
34	3	0	10	1	13	1	yes
35	1	2	7	3	8	5	yes
36			4	2	4	2	yes
37	2	0	11	0	13	0	yes
38							
39	0	3	10	0	10	3	yes
40	0	1	7	0	7	1	yes

TABLE XIII

REPLIES TO QUESTIONS 34 TO 40
 DEALING WITH CONTROL OF EXTRACURRICULAR ACTIVITIES
 FUNDS IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO THEIR SIZE

Question number	Small under 60		Medium 60-200		TOTALS		Majority
	Yes	No	Yes	No	Yes	No	
34	3	0	10	2	13	2	yes
35	3	0	5	5	8	5	yes
36	1	1	4	2	5	3	yes
37	3	0	10	0	13	0	yes
38							
39	0	3	10	0	10	3	yes
40	2	0	5	2	7	2	yes

TABLE XII

RESULTS OF QUESTIONS 24 TO 40
 DEALING WITH CONTROL OF INTERNATIONAL ACTIVITIES
 PLANS IN THE FIVE COUNTRIES CLASSIFIED ACCORDING TO THEIR SIZE

Question number	Answer	Correct	Wrong	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start	End	Score	Time	Start
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TABLE XIV

REPLIES TO QUESTIONS 41 TO 45
DEALING WITH CREDIT FOR EXTRACURRICULAR ACTIVITIES
IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO TYPE

Question number	Junior high school		4-year high school		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
41	2	1	8	3	10	4	yes
42			3	4	3	4	yes
43	0	1	0	7	0	8	no
44	1	2	7	4	8	1	yes
45	1	1	3	6	4	7	no

TABLE XV

REPLIES TO QUESTIONS 41 TO 45
DEALING WITH CREDIT FOR EXTRACURRICULAR ACTIVITIES
IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE

Question number	Small under 60		Medium 60-200		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
41	1	2	9	3	10	5	yes
42	0	1	3	5	3	6	no
43	0	1	1	7	1	8	no
44	3	0	7	5	10	5	yes
45	1	0	4	7	5	7	no

TABLE XIV

RESULTS TO QUESTION 31 TO 35
DEALING WITH CHARTS FOR HAZARDOUS MATERIALS
IN THE HIGH SCHOOL CLASSROOM ACCORDING TO TYPE

Question number	High School	High School	High School	High School	High School	High School	High School
31	1	1	1	1	1	1	1
32	1	1	1	1	1	1	1
33	1	1	1	1	1	1	1
34	1	1	1	1	1	1	1
35	1	1	1	1	1	1	1

TABLE XV

RESULTS TO QUESTION 31 TO 35
DEALING WITH CHARTS FOR HAZARDOUS MATERIALS
IN THE HIGH SCHOOL CLASSROOM ACCORDING TO TYPE

Question number	High School	High School	High School	High School	High School	High School	High School
31	1	1	1	1	1	1	1
32	1	1	1	1	1	1	1
33	1	1	1	1	1	1	1
34	1	1	1	1	1	1	1
35	1	1	1	1	1	1	1

These tables, as in former sections of the questionnaire, represent the replies under question as reported by the regular high schools classified according to type or size.

As Tables XIV and XV show, eight four-year high schools and two junior high schools grant credit for extracurricular activities. In the case of those which grant credit, it does not take the place of scholarship credit. One of the three junior high schools reports that there is correlation with class room work and with community life. Of the nine medium-sized schools, three report that there is correlation between their extracurricular activities and community life, while six such schools report that there is no such correlation.

It is the opinion of the authorities of the various schools granting credit that credit should be granted for extracurricular activities. Seldom, however, is it granted in place of scholarship credit. In other words, to the sixteen credits that are required for graduation from high school, credits for extracurricular activities are added.

But for these extracurricular activities, there is a program and enough definite work is required to make it justifiable to grant credit, if not toward graduation, at least toward some end such as honor society or some other worthy end which is designed to arouse the ability or ambitions of pupils.

G. BASIS OF ORGANIZING EXTRACURRICULAR ACTIVITIES

Tables XVI and XVII, which follow, give the tabular replies to Question 46 of the questionnaire. There is no more important question concerning extracurricular activities than that of the basis for organization.

Table XVI shows that one of the junior high schools and six of the four-year high schools have organized their activities on the basis of pupil interest, while two of the junior high schools and as many as eight of the four-year high schools have organized their activities on the old plan wherein the teachers have to decide what would be most interesting and useful to the pupils. Some of the schools did not answer this question. It may be that they do not have a definite basis or plan of organization of the extracurricular activities program.

TABLE XVI

REPLIES TO QUESTION 46
DEALING WITH THE BASIS FOR ORGANIZATION OF EXTRACURRICULAR
ACTIVITIES

Question number	Junior high		4-year high		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
46							
a	1	0	5	0	6	0	Yes
b	2	0	6	0	8	0	Yes

2. BASIS OF ORGANIZING EXTENSION ACTIVITIES

Tables XVI and XVII, which follow, give the replies to Question 46 of the questionnaire. There is no more important question concerning extension activities than that of the basis for organization.

Table XVI shows that one of the 150 high schools and six of the four-year high schools were organized their activities on the basis of pupil interest, while two of the junior high schools and as many as eight of the four-year high schools have organized their activities on the basis wherein the teachers have to decide what would be most interesting and useful to the pupils. None of the schools did not answer this question. It may be that they do not have a definite basis or plan of organization of the extracurricular activities program.

TABLE XVI

REPLIES TO QUESTION 46
HEARDING WITH THE BASIS FOR ORGANIZATION OF EXTENSION ACTIVITIES

Question number	Junior high		4-year high		TOTAL	
	Yes	No	Yes	No	Yes	No
46	1	0	0	0	0	0
a	2	0	0	0	0	0
b	2	0	0	0	0	0

TABLE XVII

REPLIES TO QUESTION 46
DEALING WITH THE BASIS OF EXTRACURRICULAR ACTIVITIES
ORGANIZATION IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO
SIZE

Question number	Small		Medium		TOTALS		MAJORITY
	Under 60 Yes	No	60-200 Yes	No	Yes	No	
46							
a	2	0	5	0	7	0	Yes
b	1	0	7	0	8	0	Yes

H. METHOD OF SUPERVISING EXTRACURRICULAR ACTIVITIES

The vulnerability of an extracurricular activities program is often the result of poor or inadequate supervision on the part of the faculty. There are two extremes in supervision, either of which is equally dangerous. Supervision must not be from afar, nor must it be at such close range that the teacher interferes with the free working of the initiative of the pupils. There should be a sympathetic and inspiring comradeship between pupils and teachers. To the end that it may be determined what, if any, system of supervision is used by the high schools sponsors of extracurricular activities, Tables XVIII and XIX, which follow, are submitted.

As shown by these tables the schools of this study

have class parties and these are supervised. With two exceptions, the parties are not given in the school buildings.

Dancing is allowed and encouraged by all the schools answering this question. The schools permit dancing but prescribe hours, but in only a few cases are class parties held in which dancing is the only feature. In most cases, supervisors prescribe hours for parties, place of holding the parties, pupils to be invited, and amount assessed pupils for decorations, refreshments, and other items. The majority of supervisors also prescribe dress.

In general, it may be concluded that supervision of extracurricular activities is far in advance of some other related phase of the average extracurricular activities program. The junior high schools as well as the small high schools surpass the medium-size schools in the organization for supervision.

This chapter has presented the classified replies to the questionnaire. Conclusions have been drawn in each case by comparisons with the recommended practices of the best authorities, but the writer realizes that the information contained in these tables has not been exhausted as the field of study and inquiry is a vast one.

Summary

have class parties and those who are not. With the
exception, the parties are not given in the local
Division of labor and management of all the
assembly with the party. The party is not
given the party, but it is a class party
held in which the party is not held. The party
assembly is not held in the party, but it is
the party, which is the party, and it is the party
for the party, which is the party, and it is the party
it is the party, which is the party, and it is the party
in general, it is the party, which is the party, and it is the party
extraordinary, which is the party, and it is the party
related to the party, which is the party, and it is the party
is given. The party is the party, and it is the party
which is the party, and it is the party, and it is the party
for the party, which is the party, and it is the party
This party is the party, which is the party, and it is the party
to the party, which is the party, and it is the party
case by the party, which is the party, and it is the party
best interests, which is the party, and it is the party
also contained in the party, which is the party, and it is the party
the party of the party, which is the party, and it is the party

TABLE XVIII

REPLIES TO QUESTIONS 47 TO 54
DEALING WITH THE METHOD OF SUPERVISING EXTRACURRICULAR
ACTIVITIES IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO
TYPE

Question number	Junior high school		4-year high school		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
47	2	1	11	0	13	1	Yes
48	2	0	10	0	12	0	Yes
49	2	0	9	0	11	0	Yes
50							
a	1	0	7	0	8	0	Yes
b	2	0	5	0	7	0	Yes
51	2	0	9	0	11	0	Yes
52	2	0	8	1	10	1	Yes
53	1	1	6	4	7	5	Yes
54							
a	2	0	10	0	12	0	Yes
b	1	1	7	3	8	4	Yes
c	2	0	10	0	12	0	Yes
d	2	0	9	0	11	0	Yes
e	2	0	8	1	10	1	Yes

TABLE XIX

REPLIES TO QUESTIONS 47 TO 54
DEALING WITH METHOD OF SUPERVISING EXTRACURRICULAR ACTIVITIES
IN THE HIGH SCHOOLS CLASSIFIED ACCORDING TO SIZE

Question number	Small under 60		Medium 60-200		TOTALS		MAJORITY
	Yes	No	Yes	No	Yes	No	
47	2	1	9	3	11	4	Yes
48	2	0	9	0	11	0	Yes
49	2	0	8	2	10	2	Yes
50							
a	1	0	10	0	11	0	Yes
b	1	0	7	0	8	0	Yes
51	2	0	11	0	13	0	Yes
52	2	0	8	2	10	2	Yes
53	1	1	7	3	8	4	Yes
54							
a	2	0	9	0	11	0	Yes
b	1	1	5	4	6	5	Yes
c	2	0	9	0	11	0	Yes
d	2	0	8	0	10	0	Yes
e	2	0	6	2	8	2	Yes

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Throughout the previous chapter certain conclusions are drawn in connection with each group of tables. In order that there may be a more definite basis for the recommendations to follow, it is thought best to draw together along more general lines the principal features of the extracurricular activities in the private Catholic secondary schools of New Mexico. With that purpose in mind the following summary is presented.

I. CONCLUSIONS

1. The school men have not grasped the functional idea of an extracurricular activities program, as evinced by the type of clubs reported. In the case of only few schools are there activities other than those few conventional ones such as glee clubs, athletics, literary societies, sodalities, and other kindred organizations. Extracurricular activities should, of course, vary to meet the specific needs of each school and community.

2. The junior high schools as well as the four-year high schools located in the larger centers are doing more to train their pupils in citizenship that is the goal of the activities than those schools located in the less populous

centers of the state.

3. The schools in the larger centers far surpass the other type in the extensiveness and excellency of their extracurricular activities program.

4. There is no relationship between the development of an extracurricular activities program in a high school and the per cent of teachers holding college degrees. This seems to indicate that leadership and vision are the factors in the teachers that make for efficiency in the administration and organization of the program. Of course, if to these innate dispositions college degrees are added, the qualities already found would undoubtedly be enhanced.

5. All but one junior high school and all of the four-year high schools have home rooms. According to the reports these home rooms are organized according to grades. The undesirability of this type of organization may be counteracted by interest organization within the home room itself.

6. Since the schools of this study do not have activities for all pupils, since all pupils are not in an activity, and since pupils are not limited as to the number of activities, it is plain that the school men do not appreciate the full significance of a well-rounded extracurricular activities program.

7. It was found that 66.7 per cent of the junior high schools had student participation in government, and

children of the school.

2. The school is a small, one-story building.

about 1000 ft. in length and 200 ft. in width.

exterior walls are made of brick.

3. The school is a small, one-story building.

of an exterior wall, 1000 ft. in length and 200 ft. in width.

and the roof is made of brick.

seems to be made of brick.

in the room, the walls are made of brick.

tion and the roof is made of brick.

these are made of brick.

qualified since the walls are made of brick.

4. The school is a small, one-story building.

four-year old building, 1000 ft. in length and 200 ft. in width.

reports that the walls are made of brick.

The building is a small, one-story building.

erected by the school board, 1000 ft. in length and 200 ft. in width.

5. The school is a small, one-story building.

modernized by the school board, 1000 ft. in length and 200 ft. in width.

activity, and the walls are made of brick.

of activity, and the walls are made of brick.

state the walls are made of brick.

activity, and the walls are made of brick.

6. The school is a small, one-story building.

high school, 1000 ft. in length and 200 ft. in width.

50 per cent of the four-year high schools were without this kind of organization.

8. The high schools have made no advance in regard to handling student activities funds. Each school still has its numerous student treasurers, with no definite system of accounting and no central treasury.

9. A great majority of the schools studied grant credit for some of the extracurricular activities toward graduation. This credit, however, is not of the scholarship type; it is rather a complement to the required number of scholastic units requisite for graduation.

10. The situation with reference to the method of organizing extracurricular activities is divided almost in even terms between the pupils' interests and the teacher's opinion of what the pupils should do.

11. There is evidence that the school is functioning as a social center in providing a place for such activities either during or after school hours. Some of the schools have their activities in the school building, but after the school hours.

II. RECOMMENDATIONS

1. The administrators and teachers in the high schools included in this study should make a thorough and intensive

inquiry into the principles and practice of extracurricular activities and thus acquaint themselves with the purpose and meaning of such a program.

2. Viewed solely from the standpoint of strengthening the extracurricular program, school officials should consider the advisability of changing from the junior high school and the four-year high school types of organization to a larger unit type of organization, as the junior-senior type. With a mere handful of pupils an extracurricular activities program is difficult if not almost impossible to promote.

3. Teachers and administrators of the modern high school should have specific and definite training in extracurricular administration and sponsorship.

4. The home room is basal to an extracurricular activities program. Consequently every high school should be organized on the basis of home rooms. The first consideration in organizing home rooms should be a group interest.

5. Every school should adapt its extracurricular activities program to its needs. The curriculum of a school should be adapted to the school community and in turn the extracurricular activities program should grow out of the curriculum. A definite time in each daily schedule should be devoted to student activities. These should receive the same thoughtful attention as is given English, mathematics,

include the principles and practice of management, and the principles and practice of the various branches of the business.

It is the object of this course to give the student a general knowledge of the principles and practice of management, and of the various branches of the business.

1. The first part of the course is devoted to the study of the principles and practice of management.

2. The second part of the course is devoted to the study of the principles and practice of the various branches of the business.

3. The third part of the course is devoted to the study of the principles and practice of the various branches of the business.

4. The fourth part of the course is devoted to the study of the principles and practice of the various branches of the business.

5. The fifth part of the course is devoted to the study of the principles and practice of the various branches of the business.

6. The sixth part of the course is devoted to the study of the principles and practice of the various branches of the business.

7. The seventh part of the course is devoted to the study of the principles and practice of the various branches of the business.

8. The eighth part of the course is devoted to the study of the principles and practice of the various branches of the business.

9. The ninth part of the course is devoted to the study of the principles and practice of the various branches of the business.

10. The tenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

11. The eleventh part of the course is devoted to the study of the principles and practice of the various branches of the business.

12. The twelfth part of the course is devoted to the study of the principles and practice of the various branches of the business.

13. The thirteenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

14. The fourteenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

15. The fifteenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

16. The sixteenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

17. The seventeenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

18. The eighteenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

19. The nineteenth part of the course is devoted to the study of the principles and practice of the various branches of the business.

20. The twentieth part of the course is devoted to the study of the principles and practice of the various branches of the business.

21. The twenty-first part of the course is devoted to the study of the principles and practice of the various branches of the business.

22. The twenty-second part of the course is devoted to the study of the principles and practice of the various branches of the business.

23. The twenty-third part of the course is devoted to the study of the principles and practice of the various branches of the business.

24. The twenty-fourth part of the course is devoted to the study of the principles and practice of the various branches of the business.

or any other school subject. Likewise in employing a teacher, his ability to sponsor at least one activity should be considered.

6. Those schools claiming some kind of student government should organize their students more closely under a constitution as a working basis.

7. Under a well formulated extracurricular activities program, there should be an evaluation of each activity by means of a point system. Pupils should be restricted as to the number of points which may be earned. These points or credits should not take the place of scholarship credit.

✓ 8. All extracurricular activities should be organized on the basis of pupils' interest. Teachers should not arbitrarily assign pupils to an activity.

9. Various kinds of special functions such as teas, parties, and the like, should be organized and chaperoned as part of the regular work of the school. All of the social functions should be held at the school under the school's direction and control.

10. This reorganization and re-formation of the schools and of the extracurricular activities along the lines suggested above should vitalize these high schools and bring them into closer touch with life and the activities of the people they serve. This would not mean the elimination of all subject matter in the curriculum, as some greatly

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fear, but, rather, a proper proportioning of all elements,
curricular and extracurricular.

form, and, where, a proper, recording of all elements,
operation and maintenance.

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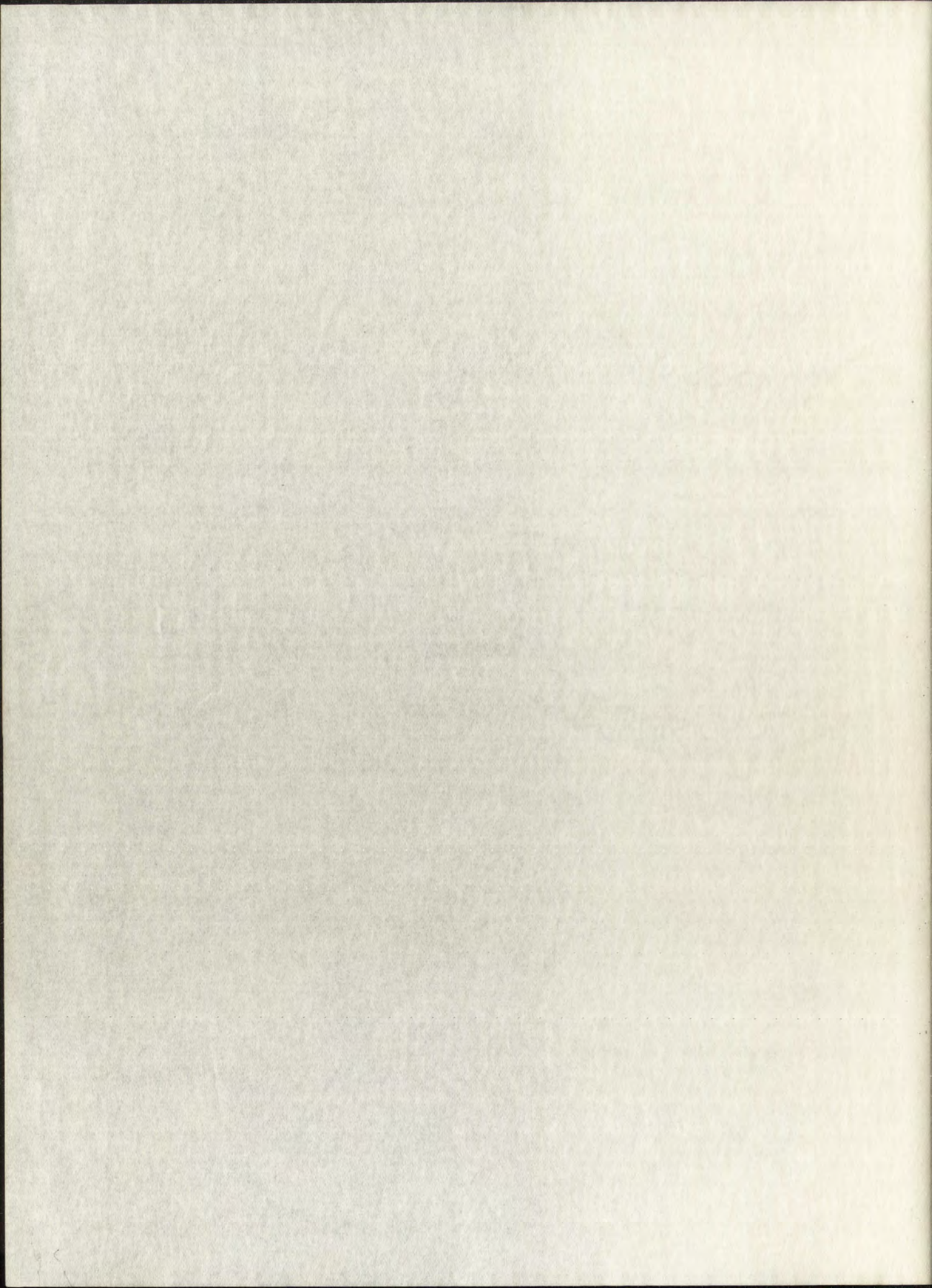
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APPENDIX



APPENDIX

I. THE QUESTIONNAIRE

Dear Principal:

Sister Teresa Gertrude of the Benedictine Academy, Elizabeth, New Jersey, says in her letter of transmittal to a questionnaire: "Will you help me to disprove the charge that Catholic Schools will not answer questionnaires?" I should like to disprove this same charge if you will only help me.

Enclosed you will find a questionnaire prepared to secure information for a study on the present status of the Extracurricular Activities in the Private Catholic Secondary Schools of New Mexico. NO NAMES WILL BE PUBLISHED.

In arranging the blank, care has been taken to organize it so that you will be able to fill it in a very few minutes. A self-addressed stamped envelope is enclosed for your use in returning the questionnaire.

Thanking you for your cooperation in responding, and with best wishes for the remainder of the school year, I am in Xto.,

Gratefully yours,

_____ High School
 _____ City

A. TYPE OF ORGANIZATION

1. Check the type of organization your school is:

Four-year high school _____	Junior high school _____ (grades 9-10)
Jr.-Sr. high school _____	Junior high school _____ (7-8-9)
Senior high school (grades 10-11-12) _____	

2. Give your high school enrollment by grades:

APPENDIX

I. THE QUESTIONNAIRE

Dear Sir:

Enclosed please find a copy of the questionnaire which I have prepared for you. It is a very simple questionnaire and I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest.

I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest.

I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest.

I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest. It is a very simple questionnaire and I am sure you will find it of interest.

Very truly yours,

High School

High School

High School

High School

High School

High School

High School

High School

1940-1941	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	12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D. ADMINISTRATION OF STUDENT ACTIVITIES

5. Do you have home rooms? _____
6. If so, on what basis are they organized?
- (a) By grade? _____ (c) By mental rating? _____ (e) By what method?
- (b) By sex? _____ (d) By common interests? _____
7. How many times per week do you have assembly? _____
8. What percentage of your assembly programs are rendered by the pupils?--
- 0-24,
25-49,
50-74, or
75-100?
9. What is the length of your assembly period in minutes?--
- 10-19,
20-29,
30-45, or
46-60?
10. Are pupils required to take part in some extraclass act?
11. Are pupils limited as to the number of extra-class act?
12. If limited, are pupils limited by scholastic attainment as to the number of activities in which they may engage?
13. Or by what method? _____
14. In employing teachers, do you consider the activity that is to be supervised as basal part of their educational training? _____

15. Do you employ teachers with the understanding that they are to supervise one or more extracurricular activities?
16. Are all activities supervised by teachers? _____
17. If not, are some of the activities supervised? _____
18. If so, which activities are supervised? _____
19. Are teachers chosen to supervise activities:
 - (a) By the principal? _____
 - (b) By the faculty? _____
 - (c) By pupil organization? _____
 - (d) By volunteering? _____
20. Is a teacher limited as to the number of activities he is to supervise? _____
21. If so, is he limited to two at most? _____
22. In what capacity do clubs sponsors act:
 - (a) As advisors? _____
 - (b) As inspectors? _____
 - (c) Or as leaders, where they help to arrange programs, plans, etc.? _____
23. Are teachers who supervise activities given exemptions from class room or study hall duties? _____
24. If so, is exemption from study hall duties only? _____
25. If not so exempted, are they given extra pay for supervising activities? _____ (Omit paid athletic coaches)
26. Are 50 per cent or more of the meetings held during school hours? _____
27. Are 50 per cent or more of the meetings held immediately after school adjourns? _____

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research. It also mentions the scope of the study and the limitations of the data.

2. The second part of the report is a detailed description of the methodology used in the study. It includes information about the sample size, the selection criteria, and the data collection methods. It also describes the statistical techniques used to analyze the data.

3. The third part of the report is a presentation of the results of the study. It includes tables, figures, and text describing the findings. The results are presented in a clear and concise manner, allowing the reader to understand the outcomes of the research.

4. The fourth part of the report is a discussion of the results and their implications. It compares the findings with previous research and discusses the potential applications of the results. It also identifies the strengths and weaknesses of the study and suggests areas for future research.

5. The fifth part of the report is a conclusion that summarizes the main findings of the study and provides a final statement on the significance of the research. It also includes a list of references and an appendix with additional data and figures.

28. If not, are 50 per cent or more of the meetings held at night?_____
29. Is teacher supervisor always present at meetings?_____
30. If teacher, or supervisor substitute, is not present, is there any method of keeping in touch with what happens?_____
31. If so, what method is used?_____
32. Does principal or other faculty member supervise meeting in absence of the supervisor?_____
33. Do you have any form of student participation in government?_____

(Please attach copy of your student government laws.)

E. CONTROL OF EXTRACURRICULAR FUNDS

34. Do you have pupil treasurers?_____
35. Do you have a high school treasurer who has charge of class and organization funds?_____
36. Are such treasurers' accounts audited by an accountant appointed by the school authority?_____
37. Are the finances of activities controlled by the principal or faculty member, or faculty?_____
38. If not, are finances controlled by student treasurer?
39. Are purchases from merchants permitted by pupils without an order from the principal or teacher?_____
40. Are regular financial reports made to the principal?_____

29. If not, are you sure or sure of the following fact?

at night?

30. Is there any other person or persons who are involved?

31. If so, are you sure or sure of the following fact?

is there any other person or persons who are involved?

happens?

32. If so, what is the result?

33. Does principal or other faculty member receive any-

ing in advance of the opportunity?

34. Do you have any form of student participation in govern-

ment?

(Please attach copy of your student government laws.)

2. GOVERNMENT BY STUDENT REPRESENTATIVE

35. Do you have pupil government?

36. Do you have a high school treasurer who has charge of

class and organization funds?

37. Are such treasurer's accounts audited by an accountant

appointed by the school authority?

38. Are the finances of activities controlled by the principal

and or faculty member, or faculty?

39. If not, are finances controlled by student treasurer?

40. Are purchases from merchants permitted by pupils with-

out an order from the principal or treasurer?

41. Are regular financial reports made to the principal?

F. CREDIT FOR EXTRACURRICULAR ACTIVITIES

41. Are pupils granted credit toward graduation for extra-curricular activities?_____
42. Does such credit take the place of scholarship credit?
43. Is credit granted merely for belonging to an organization?_____
44. Is there any correlation between extracurricular activities and the regular class room work of the schools?
45. Is there any correlation between extracurricular activities and community life, such as Red Cross work, etc.?

G. BASIS OF ORGANIZING EXTRACURRICULAR ACTIVITIES

46. (a) Are activities organized on basis of pupils' interest?
- (b) Or on basis of teachers' judgment of what pupils need?

H. METHOD OF SUPERVISING THE EXTRACURRICULAR ACTIVITIES

47. Do classes give parties?_____
48. Are all parties supervised by a faculty member?_____
49. Are all parties given in the school building?_____
50. (a) Is dancing permitted?_____
- (b) Or encouraged?_____
51. If so, do you prescribe hours?_____
52. Is there a special effort made to provide attractive features for those who do not dance?_____
53. Do pupils give parties in which dancing is the only thing?
54. (a) Do supervisors of parties prescribe hours?_____
- (b) Prescribe dress?_____ (c) Prescribe place?_____
- (d) Prescribe pupils to be invited?_____
- (e) Prescribe amounts assessed for decoration?_____

7. CIVIL SERVICE

42. The public service is the most important of the civil service.

43. Does your civil service have a separate department?

44. Is there a separate department for the civil service?

45. Is there a separate department for the civil service?

46. Is there a separate department for the civil service?

47. Is there a separate department for the civil service?

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66. Is there a separate department for the civil service?

67. Is there a separate department for the civil service?

TABLE XX

CORRELATION BETWEEN THE SCHOOL ENROLLMENTS
AND THE NUMBER OF SCHOOL ACTIVITIES IN THE SCHOOLS STUDIED

School	Enrollment		Activities		Differ- ence in rank	D ²
	Number	Rank	Number	Rank		
A	193	1	6	7	6	36
B	142	2	7	5	3	9
C	132	3	10	2	1	1
D	120	4	11	1	3	9
E	115	5	6	7	2	4
F	112	6	7	5	1	1
G	98	7	6	7	0	0
H	95	8	9	3	5	25
I	94	9	5	12	3	9
J	87	10	6	7	3	9
K	83	11	6	7	4	16
L	64	12	9	3	9	81
M	44	13	4	13	0	0
N	41	14	2	15	1	1
O	32	15	4	13	2	4
Schools 15						205

$$r = \frac{1-6 \times 205}{15(225-1)} = +.63$$

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